

Student Facing Checklist for Opinion Writing, Pre-K to10

	Opinion Checklist Pre-Kindergarten	Yes!	Starting To	Not Yet
	Structure			
Overall	I told about something I like or dislike with pictures and some “writing”			
Lead	I started by drawing or saying something.			
Transitions	I kept on working.			
Ending	When I said, drew, and “wrote” all I could about my opinion, I ended.			
Organization	On my paper, there is a place for the drawing and a place where I tried to write words.			
	Development			
Elaboration	I put more and then more on the page.			
Description	I said, drew, and “wrote” some things about what I like and don’t like.			
	Language Conventions			
Spelling	I can read my pictures and some of my words. I tried to make words.			
Punctuation	I can label pictures. I can write my name.			

Student Facing Checklist for Opinion Writing, Pre-K to10

	Opinion Checklist Kindergarten	Yes!	Starting To	Not Yet
	Structure			
Overall	I told, drew, and wrote my opinion (or likes and dislikes) about a topic or book.			
Lead	In the beginning, I wrote my opinion.			
Transitions	I wrote my idea and then said more. I used words like <i>because</i> .			
Ending	I have a last part or page.			
Organization	In one place, I tell my opinion and in another place I say why.			
	Development			
Elaboration	I put everything I think about the topic (or book) on the page.			
Description	I have details in pictures and words.			
	Language Conventions			
Spelling	I can read my writing. I wrote a letter for the sounds I hear. I used the Word Wall to help me spell.			
Punctuation	I put spaces between words. I used lower case letters unless capitals were needed. I wrote capital letters to start every sentence.			

Student Facing Checklist for Opinion Writing, Pre-K to10

	Opinion Checklist Grade 1	Yes!	Starting To	Not Yet
	Structure			
Overall	I wrote my opinion or my likes and dislikes and said why.			
Lead	In the beginning, I got my reader's attention. I told the topic (or text) I am writing about and gave my opinion.			
Transitions	I said more about my opinion and used words like <i>and</i> and <i>because</i> .			
Ending	I wrote an ending for my piece.			
Organization	I have a part where I get my reader's attention and a part where I say more.			
	Development			
Elaboration	I wrote at least one reason for my opinion.			
Description	I used labels and words to give details.			
	Language Conventions			
Spelling	I used all I know about words and chunks of words ("at," "op," "it"...) to help me spell. I spelled all the Word Wall words right and used the Word Wall to help me spell other words.			
Punctuation	I ended sentences with punctuation. I used a capital letter for names. I used commas in dates and lists.			

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	Opinion Checklist Grade 2	Yes!	Starting To	Not Yet
	Structure			
Overall	I wrote my opinion or my likes/dislikes and gave reasons for my opinion.			
Lead	In the beginning, I not only gave my opinion, I also set readers up to expect that my writing will try to convince them of it.			
Transitions	I connected parts of my piece using words like <i>also</i> , <i>another</i> , and <i>because</i> .			
Ending	The ending I wrote reminds readers of my opinion.			
Organization	My piece has different parts and I wrote lots of lines for each part.			
	Development			
Elaboration	I wrote at least two reasons and I wrote at least a few sentences about each one.			
Description	I chose words that would make readers agree with my opinion.			
	Language Conventions			
Spelling	To spell a word, I used what I know about spelling patterns ("tion," "er," "ly," etc.) I spelled all of the Word Wall words correctly and used the Word Wall to help me figure out how to spell other words.			
Punctuation	I used quotation marks to show what people said. When I used words like <i>can't</i> and <i>don't</i> , I put in the apostrophe.			

Student Facing Checklist for Opinion Writing, Pre-K to10

	Opinion Checklist Grade 3	Yes!	Starting To	Not Yet
	Structure			
Overall	I told readers my opinion and ideas on a text or a topic and helped them understand my reasons.			
Lead	In the beginning, I not only set readers up to expect that this will be a piece of opinion writing, I also tried to hook them into caring about my opinion.			
Transitions	I connected my ideas/ reasons with my examples using words like <i>for example</i> and <i>because</i> . I connected one reason (or example) using words like also and another.			
Ending	I worked on an ending. It might be a thought or comment related to my opinion.			
Organization	I wrote several reasons or examples why people should agree with my opinion, and wrote at least several sentences about each reason. I organized my information so that each part of my writing is mostly about one thing.			
	Development			
Elaboration	I didn't just name my reasons to support my opinion, I wrote more about each one.			
Description	I didn't just tell readers to believe me, I wrote in ways that got them thinking or feeling in certain ways.			
	Language Conventions			
Spelling	I used what I know about spelling patterns to help me spell and edit before I wrote my final draft. I got help from others to check my spelling and punctuation before I wrote my final draft.			
Punctuation	I punctuated dialogue correctly, with commas and quotation marks. While writing, I put punctuation at the end of every sentence. I wrote in ways that helped readers read with expression, reading some parts quickly some parts slowly, some parts in one sort of voice and others in another.			

Student Facing Checklist for Opinion Writing, Pre-K to10

	Opinion Checklist Grade 4	Yes!	Starting To	Not Yet
	Structure			
Overall	I made a claim about a topic or a text and tried to support my reasons.			
Lead	I wrote a few sentences to hook my reader. I may have done this by asking a question, explaining why the topic matters, telling a surprising fact, or giving background information. I state my claim.			
Transitions	I used words and phrases to glue parts of my piece together. I used phrases like <i>for example</i> , <i>another example</i> , <i>one time</i> , <i>for instance</i> (to show when I was shifting from saying reasons to giving evidence) and <i>in addition to</i> , <i>also</i> , and <i>another</i> (to show when I wanted to make a new point.)			
Ending	I wrote an ending for my piece. The ending restates and reflects on the claim. It may suggest an action or response based on what I've written.			
Organization	I separated sections of information using paragraphs.			
	Development			
Elaboration	I gave reasons to support my opinion. I chose these reasons to convince my reader. I included examples and information to support my reasons. These might be from a text, from my knowledge, or from my life.			
Description	I made deliberate word choices to convince my reader, maybe by emphasizing or repeating words that would make my readers feel emotions. If it felt right to do so, I chose precise details and facts to help make my points and used figurative language to draw the reader into my line of thought. I made choices about which evidence was best to include/ not include to support my points. I used a convincing tone.			
	Language Conventions			
Spelling	I used what I know about word families and spelling rules to help me spell and edit. I used the word wall and dictionaries to help me when needed.			
Punctuation	When writing long complex sentences, I used commas to make them clear and correct. When writing long complex sentences, I used commas to make them clear and correct.			

Student Facing Checklist for Opinion Writing, Pre-K to10

	Opinion Checklist Grade 5	Yes!	Starting To	Not Yet
	Structure			
Overall	I made a claim/ thesis on a topic or text, supported it with reasons, and provided a variety of evidence for each reason.			
Lead	My text has an introduction that leads to a claim/ thesis and gets my reader to care about my opinion. I work to get my readers to care not just by including a cool fact or jazzy question but by figuring out what is significant in or around the topic and giving the reader the information about what is significant about the topic. I worked to find the precise right words to state my claim, and I let the reader know the reasons I will develop later.			
Transitions	I used transition words and phrases to connect evidence back to my reasons using phrases like <i>this shows that...</i> I helped readers follow my thinking with phrases such as <i>another reason, the most important reason</i> . To show what happened, I used phrases like <i>consequently</i> , and <i>because of</i> . To be more precise, I used words such as <i>specifically</i> and <i>in particular</i> .			
Ending	I worked on a conclusion. It connects back to and highlights what the text is mainly about and not just the preceding paragraph.			
Organization	I grouped information and related ideas into paragraphs. I put the parts of my writing in the order that most suits my purpose and helps me prove my reasons and claim.			
	Development			
Elaboration	I gave reasons to support my opinion. These reasons are parallel and they don't overlap. I put these in an order that I thought would be most convincing.			

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Description	<p>I included evidence (facts, examples quotations, micro-stories, information) to support my claim.</p> <p>I discussed/ unpacked the way that the evidence goes with the claim.</p> <p>I made deliberate word choices to have an effect on my reader.</p> <p>I reached for the precisely right phrase, metaphor or image that would convey my ideas.</p> <p>I made choices about how to angle my evidence to support my points.</p> <p>When it seemed right to do so, I tried to use a scholarly voice and I varied my sentences to create the pace and tone of the different sections of my piece.</p>			
Language Conventions				
Spelling	<p>I used what I know about word patterns to spell correctly, and I used references to help me spell words when needed. I made sure to correctly spell words that are important to my topic.</p>			
Punctuation	<p>I used commas to set off introductory parts of sentences (<i>at this time in history, it was common to...</i>)</p> <p>I used a variety of punctuation to fix any run on- sentences.</p> <p>I used punctuation to cite my sources.</p>			

Student Facing Checklist for Opinion Writing, Pre-K to10

	Opinion Checklist Grade 6	Yes!	Starting To	Not Yet
	Structure			
Overall	Not only did I stake a position that can be supported by a variety of trustworthy sources, each part of my text builds my argument and leads to a conclusion			
Lead	<p>I wrote an introduction that helps the reader to understand and care about a topic or text. I thought backwards between the piece and the introduction to make sure that the introduction fits with the whole.</p> <p>Not only did I clearly state my claim, I named the reasons that I'll be developing later. I told the reader how my text will unfold.</p>			
Transitions	I used transitional phrases to help readers understand how the different parts of my piece fit together to support my argument.			
Ending	I wrote a conclusion that restated the main points of the essay and may offer a lingering thought or new insight for readers to consider. The endings add to and strengthen the overall argument.			
Organization	I arranged paragraphs, reasons and evidence purposefully, leading readers from one claim or reason to another. I wrote more than one paragraph to develop a claim or reason.			
	Development			
Elaboration	<p>I included and arranged a variety of evidence to support my reasons.</p> <p>I used trusted sources and information from authorities on the topic.</p> <p>I explained how my evidence strengthens my argument.</p> <p>I explained exactly which evidence supports which point.</p> <p>I acknowledged different sides to this argument.</p>			

Student Facing Checklist for Opinion Writing, Pre-K to10

Description	<p>I chose words deliberately to be clear and to have an effect on my reader.</p> <p>I reached for precise phrases, metaphors, analogies or images that would help to convey my ideas and strengthen my argument.</p> <p>I chose <i>how</i> to present evidence and explained why and how the evidence supports my claim.</p> <p>I used shifts in my tone to help my readers follow my argument, and I made my piece sound serious.</p>			
Language Conventions				
Spelling	I used resource to be sure the words in my writing are spelled correctly, including returning to sources to check spelling.			
Punctuation	I used punctuation such as dashes, colons, parentheses, and semicolons to help me include or connect extra information in some of my sentences.			

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	Opinion Checklist Grade 7	Yes!	Starting To	Not Yet
	Structure			
Overall	I not only staked a position that can be well-supported by a variety of evidence, I also considered positions on the topic or text that might disagree with my own position. I built to a conclusion which still let readers know that my own position is valid and makes sense.			
Lead	Not only did I make sure that my introduction fits with the whole of my piece, I also considered how best to angle the information I give about the topic or text in order to get the reader ready to see my print. I made it clear to readers what my piece will argue.			
Transitions	I used transition to make it clear when I am staying with one line of thinking and when I am following or refuting another. Transitions such as for instance, in addition, also and therefore help my reader stay with one line of thinking. Transitions such as nevertheless, on the other hand, let my reader know when I am moving to a different line of thinking.			
Ending	In the conclusion, I returned to the sides of the argument and reiterated how the support for my claim outweighed the counterclaim.			
Organization	I grouped my reasons and related evidence into paragraphs. The parts of my piece are arranged purposefully to suit my purpose. I may have used compare/ contrast, order of importance or sequence as organizing structures in my piece. I distinguished between parts of the text that support the claim and parts that acknowledge and/or refute a counterclaim.			
	Development			
Elaboration	I developed a variety of reasons, supported by evidence, to argue my claim. These reasons and evidence are supported by detailed, precise examples. I included trustworthy and significant sources and analyzed the relevance of these sources. I related textual evidence back to my argument and made it clear how it strengthens my claim. Not only did I acknowledge counterclaims while being careful to separate them from my claim, I can also say which fact and details make the claim strongest.			

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Description	<p>I do not just rely on buzz words to evoke emotion from the reader (e.g it is dangerous, critical, horrible),I chose precise words and used some analogies or comparisons to explain what I meant and to achieve an intended effect. I cut any words that do not help me get my meaning across exactly.</p> <p>I considered different meanings of words, including technical and figurative and thought about the impact of specific words on the mood of my piece.</p> <p>Not only did I make choices about how to give my evidence, I also made choices about the way I analyze the evidence to get readers to follow my line of thinking.</p> <p>Not only have I matched the tone or parts of my argument to the meaning and purpose of that part, changing my tone deliberately to match my content, I have also used a consistently formal tone.</p>			
Language Conventions				
Spelling	I matched the spelling of technical vocabulary to that found in resources and text evidence. I spelled material in citations correctly.			
Punctuation	I used accurate citation. I used punctuation to clarify quotations and to emphasize meaning.			

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	Opinion Checklist Grade 8	Yes!	Starting To	Not Yet
	Structure			
Overall	I not only presented an argument and laid out different aspects of the argument, I also stayed fair to those who might disagree with me by helping readers understand evidence against my position and built to a conclusion which reinforces why my particular position is not perfect but significant and valid.			
Lead	In my introduction, I am strategic and fair. I helped the reader get a sense of the importance of this argument as well as some of the debates taking place around it. Yet, I am strategic about how I provided this context and decided carefully about what to include and how to present the information. My introduction clearly lays out my line of argument, making it clear that my position is different from others.			
Transitions	Not only do I use transitions to make clear how evidence is linked to lines of thinking, I used transitions to create connections and to separate lines of thinking or propose alternate evidence.			
Ending	In the conclusion, I returned to the context and significance of argument and reiterated the significance of my claim, showing why it is valid.			
Organization	I grouped my reasons and related evidence into paragraphs that are organized in a logical, compelling order. I have been purposeful not just in how I support my claim but also in how I organized the parts of my piece that discuss alternate or opposing claims.			
	Development			
Elaboration	My reasons are clearly stated and fully developed, with convincing, cited evidence and analysis. I link text evidence back to my reasons and claim. I included valid, significant and diverse sources and analyzed the relevance and validity of these sources, including how they persuade their audience. I explain when a source seems problematic, such as when it exaggerated or introduced red herrings, misleading information or statistics. I related evidence back to the context and significance of the argument and my claim. The content is appropriate to my audience. Not only did I acknowledge sides and counterclaims, I also develop how they are related to and/or different from my claim.			

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Description	<p>Rather than only appealing to emotions, I showed readers that my evidence is sufficient and makes sense. I do have intended effects on the reader in mind, and these are accomplished through the way I presented and analyzed the evidence.</p> <p>I considered multiple meanings and nuances of words in order to include words and phrases, including comparisons, allusions and analogies, to affect the mood and tone of the piece.</p> <p>I angled my evidence and my analysis of evidence and sources to support my claim.</p> <p>My tone is consistently formal. I matched the tone of my argument to the content, part by part, adopting a reasoning, or challenging, or sympathetic tone.</p>			
Language Conventions				
Spelling	I spelled technical vocabulary and literary vocabulary accurately. I spelled materials in citations according to sources, and spelled citations accurately.			
Punctuation	I used full and accurate citation. I used punctuation to clarify and emphasize quotations and to enhance meaning.			

Student Facing Checklist for Opinion Writing, Pre-K to10

	Opinion Checklist Grade 9/10	Yes!	Starting To	Not Yet
	Structure			
Overall	I not only presented different aspect of an argument, I also was fair to all positions, showing gaps or limitations of each, including my own. I made it clear how my position was unique, and I built to a conclusion that shows my position as perhaps not perfect but significant and valid.			
Lead	Not only did I make deliberate decisions about how to provide information in my introduction that orients the reader and gets the reader ready to follow my line of thinking, I also refer to the introduction later in order to heighten the effect of the argument as a whole. My introduction clearly lays out my line of argument, making it clear that my position is different from others.			
Transitions	My transitions connected examples to reasons and evidence, and help the reader follow my lines of thinking. I also used transitions which make clear the relationship of these sources to each other and to my own claim. I used phrases such as <i>in accordance with</i> , <i>in conjunction with</i> , <i>similar to</i> , <i>by contrast</i> .			
Ending	In the conclusion I acknowledge the complexity of the argument and argue for the significance, impact, or potential of my claim.			
Organization	I have a purpose for how I chose to organize each part of my piece, what I chose to include, exclude, (including citations and acknowledgement of other views), and where I chose to include each detail in my piece.			
	Development			
Elaboration	I supported each of my claims, stating the reasons clearly and supporting these reasons with cited evidence and convincing analysis. I evaluated my sources' reasoning, authenticity and rhetoric. I explained when a source seemed problematic, such as when exemplified suggested as generalizable are actually specific. I related evidence back to my claim, situated is contextually, and explained its relevance and significance. The content is persuasive for my audience. I acknowledged complexity, describing various sides, stances, and perspectives and elaborating on the strengths, assumptions and limitations in all positions, including my own. I contextualized my claim within these various perspectives.			

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Description	<p>Not only did I use analogies, comparisons, symbolism and allusions to make my points and consider how word choice and the content of my piece will have an effect on my reader, also considered how the way my piece reads will affect the reader. I use words and syntax to make my work more powerful.</p> <p>I used words precisely, and/or figuratively, and/or symbolically, to strengthen a particular tone or meaning,</p> <p>I angled evidence and represented various perspectives to support and situated my claim.</p> <p>My tone is appropriate for the purposes of each part of my piece and in keeping with the discipline within which I am writing.</p>			
	Language Conventions			
Spelling	My spelling was accurate throughout, including cited text and citations.			
Punctuation	I used punctuation to emphasize connections, strengthen tone, and clarify relationships and meaning.			

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